# Contents

Welcome to Campaspe College of Adult Education - Echuca ........................................... 4

Education & Training Programs ............................................................................................ 5

- Adult, Community & Further Education (ACFE) ............................................................. 5
- Commercial Services ......................................................................................................... 5
- Community Services .......................................................................................................... 6
- Education Services ............................................................................................................. 7
- Migrant Services ................................................................................................................ 7

Education and Training Staff ............................................................................................... 8

- Executive Team ................................................................................................................ 8
- Trainer Qualifications ......................................................................................................... 8
- Working with Children Check and Police Check .............................................................. 9
- Industry Award and Progression ......................................................................................... 9
- Time Off In Lieu (TOIL) and Annual Leave ...................................................................... 9

Roles and Responsibilities of Coordinators and Trainers .................................................... 10

Budgets and Funding .......................................................................................................... 11

- Adult Community and Further Education [ACFE] .......................................................... 11
- Skills for Victoria [SVTS within DEECD] ......................................................................... 11
- Fee For Service [FFS] ......................................................................................................... 12
- Other Codes [These are introduced as needed – please check] ....................................... 12
- Program Budgets ............................................................................................................... 13
- Petty Cash .......................................................................................................................... 13
- Use of College Vehicle ...................................................................................................... 13
- Re-imbursement of Expenses ......................................................................................... 13

Communications .................................................................................................................. 14

- Campaspe News - Publication ......................................................................................... 14
- Education & Training Meetings ........................................................................................ 14
- Email ................................................................................................................................. 14
- Accessing Workplace Forms, Policies and Procedures .................................................... 14
- Computer Access and Printing ......................................................................................... 15
- Our Computer Network .................................................................................................... 15
- Printing .............................................................................................................................. 16
- Problems/Issues with computers ...................................................................................... 16
- Computer Access Information provided to students ..................................................... 17

Record Keeping Requirements ............................................................................................. 18

- Training plans .................................................................................................................. 18
<table>
<thead>
<tr>
<th>Resources</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Victoria</td>
<td>18</td>
</tr>
<tr>
<td>Resources</td>
<td>19</td>
</tr>
<tr>
<td>VET Guides and Statutes</td>
<td>19</td>
</tr>
<tr>
<td>IT Resources</td>
<td>20</td>
</tr>
<tr>
<td>Staff Workstations</td>
<td>21</td>
</tr>
<tr>
<td>Stationery</td>
<td>21</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day to Day Operations</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Times &amp; Breaks</td>
<td>22</td>
</tr>
<tr>
<td>Annual Calendar</td>
<td>22</td>
</tr>
<tr>
<td>The Internet Café</td>
<td>22</td>
</tr>
<tr>
<td>Smoking</td>
<td>22</td>
</tr>
<tr>
<td>Mobile Phones</td>
<td>22</td>
</tr>
<tr>
<td>Emergency Procedures</td>
<td>22</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Victorian Student Number</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Useful Websites</td>
<td>23</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ACRONYMS</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Victorian Certificate of Applied Learning (VCAL)</td>
<td>28</td>
</tr>
<tr>
<td>Target groups</td>
<td>29</td>
</tr>
<tr>
<td>Entry requirements</td>
<td>30</td>
</tr>
<tr>
<td>Enrolments</td>
<td>31</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VCAL Course Requirements</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy Skills Strand [L]</td>
<td>32</td>
</tr>
<tr>
<td>Numeracy Skills Strand [N]</td>
<td>33</td>
</tr>
<tr>
<td>Personal Development Skills Strand [PDS]</td>
<td>33</td>
</tr>
<tr>
<td>Work Related Skills Strand [WRS]</td>
<td>34</td>
</tr>
<tr>
<td>Industry Specific Skills Strand [ISS]</td>
<td>34</td>
</tr>
<tr>
<td>Course Planning Grid</td>
<td>35</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Resources</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sources of information specific to VCAL:</td>
<td>36</td>
</tr>
<tr>
<td>Duration of course &amp; timetable</td>
<td>36</td>
</tr>
<tr>
<td>Assessment</td>
<td>38</td>
</tr>
<tr>
<td>Structured Workplace Learning</td>
<td>39</td>
</tr>
</tbody>
</table>
Welcome to Campaspe College of Adult Education - Echuca

CCAE (CCAE) welcomes all students, regardless of sex, race, religious beliefs, ability and age into its programs, provided that they are able to achieve the required course outcomes.

CCAE strives to create and maintain an environment of openness and tolerance within its student community and is committed to the care, safety and wellbeing of its students.

CCAE is a Registered Training Organisation (RTO), registered with the Victorian Regulatory and Qualifications Authority (VRQA) to operate in Victoria. We adhere to the Australian Quality Training Framework (AQTF) and conduct a self-assessment audit against these standards annually.

Trainers are expected to be familiar with the requirements of these standards and to operate within their guidelines at all times. Our policies and procedures (stored on ‘S’ Drive) are mapped against these standards.

CCAE has a Scope of Registration which is the list of qualifications that we are approved to deliver. This information is available to the public via the National Training Information Service (NTIS) website www.training.gov.au. A copy of the Scope of Registration is displayed on a notice board in the Reception Area.
Education & Training Programs

Adult, Community & Further Education (ACFE)

ACFE funding is for **pre-accredited training programs** which are written up using the A-Frame. The aim is to engage students and start them on a pathway to a vocational qualification. Programs must be written up and submitted by early November each year to the ACFE Loddon-Mallee Regional Council to apply for funding. Approval is received before the end of the year for delivery in the following year. Funding is paid quarterly up front.

**Commercial Services**

**Program Coordinator is:** Richards Francis

Qualifications from a range of Training Packages are delivered either with Skills Victoria Funding or as fee for service. Short courses relevant to this vocational area can also be developed.

**Qualifications in Business**

- BSB20107 Certificate II in Business
- BSB30107 Certificate III in Business
- BSB30110 Certificate III in Business
- BSB20407 Certificate III in Business Administration
- BSB40207 Certificate IV in Business
- BSB51107 Diploma of Management

**Qualifications in Financial Services**

- FNS20110 Certificate II in Financial Services
- FNS30110 Certificate III in Financial Services
- FNS40210 Certificate IV in Bookkeeping
- FNS40610 Certificate IV in Accounting

**Qualifications in Holiday Parks and Resorts**

- SIT20509 Certificate II in Holiday Parks and Resorts
- SIT31209 Certificate III in Holiday Parks and Resorts

**Qualifications in Hospitality**

Short courses relevant to this vocational area are offered on a regular basis including RSA, Food Hygiene, Espresso Coffee, Introduction to bar work.

- SIT20207 Certificate II in Hospitality
- SIT20307 Certificate II in Hospitality (Kitchen Operations)
- SIT30707 Certificate III in Hospitality
- SIT30807 Certificate III in Hospitality (Commercial Cookery)
- SIT40307 Certificate IV in Hospitality

**Qualifications in Information, Digital Media and Technology**

- ICA10111 Certificate I in Information, Digital Media and Technology
- ICA20111 Certificate II in Information, Digital Media and Technology
- ICA30111 Certificate III in Information, Digital Media and Technology

**Qualifications in Retail**

- SIR20207 Certificate II in Retail
- SIR30207 Certificate III in Retail
- SIR40207 Certificate IV in Retail Management
Community Services

Program Coordinator is: Karen Hagan

Qualifications from the Community Services Training Package are delivered either with Skills Victoria Funding or as fee for service. Short courses relevant to this vocational area can also be developed.

Qualifications in Aged Care
CHC30208 Certificate III in Aged Care
CHC40108 Certificate IV in Aged Care

Qualifications in Children’s Services
CHC30708 Certificate III in Children’s Services
CHC50908 Diploma in Children’s Services (Early Childhood Education and Care)

Qualifications in Community Services
CHC20108 Certificate II in Community Services
CHC30108 Certificate III in Community Services Work
CHC40708 Certificate IV in Community Services Work
CHC50608 Diploma in Community Services Work

Qualifications in Disability
CHC30408 Certificate III in Disability
CHC40308 Certificate IV in Disability

Qualifications in Educational Support
CHC30808 Certificate III in Education Support
CHC41708 Certificate IV in Education Support

Qualifications in First Aid
HLTCPR201A Perform CPR
HLTFA201A Provide Basic Emergency Life Support
HLTFA301B Apply First Aid

Qualifications in Home and Community Care
CHC30308 Certificate III in Home and Community Care
CHC40208 Certificate IV in Home and Community Care

Qualifications in Training and Assessment
TAE40110 Certificate IV in Training and Assessment

Qualification in Work Preparation
CHC10108 Certificate I in Work Preparation (Community Services)

Qualifications in Youth Work
CHC41808 Certificate IV in Youth Work
**Education Services**

**Program Coordinator is:** Karen Hagan

This program supports young people under 20 years of age who are enrolled at CCAE, particularly those who have not completed Year 12 in the traditional secondary school system.

These students will normally have their enrolment interview with the Youth Program Coordinator although they could be enrolled into any program at CCAE. If they have not completed Year 12 then the enrolment is into a **Certificate of General Education for Adults (CGEA)** or **Victorian Certificate of Applied Learning (VCAL)** program. This can incorporate any of the specific vocational areas available at CCAE.

Programs available through other providers may be available if timetables can be matched and the student can afford any costs involved. If the student is not yet ready to start on a **VCAL** program then the enrolment will be into the relevant level of the **CGEA**.

Qualifications in this area are Victorian registered and are not training packages. They contain accredited modules and also units imported from relevant training packages. A variety of different class groups are offered to meet the varying needs of our students.

- 21770VIC  Course in Initial General Education for Adults (CGEA)
- 21771VIC  Certificate I in General Education for Adults (Introductory)
- 21772VIC  Certificate I in General Education for Adults
- 21773VIC  Certificate II in General Education for Adults
- 21774VIC  Certificate III in General Education for Adults
- 21812VIC  Course in Assessment of Informal Learning
- 22012VIC  Certificate I in Vocational Preparation
- CHC10108  Certificate I in Work Preparation (Community Services)
- VCALFND001  Victorian Certificate of Applied Learning (Foundation)
- VCALINT001  Victorian Certificate of Applied Learning (Intermediate)
- VICALSNR001  Victorian Certificate of Applied Learning (Senior)

**Migrant Services**

**Program Coordinator is:** Richards Francis

This program provides a variety of services to those who are not native English speakers.

- English as a Second Language classes – students are funded through an ACFE pre-accredited program and all students have a $50 annual fee to join the program.
Education and Training Staff

Executive Team
The Education and Training Staff are co-managed by the Manager and the Systems and Personnel Support [SAPS] Officer. The Manager is responsible for the Commercial Services and Migrant Services coordination and the SAPS Officer is responsible for the Community Services and Education Services coordination.

They are in turn supported in their role by the VETtrak & VASS Statistical Officer, the Reception & Marketing Officer, and the Existing Working & RPL-AIL Officer. This team, through the CCAE Manager, reports to the Campaspe College Board of Management.

Working hours for Education and Training staff vary according to what is being delivered and may range from a 2 hour evening class to working fulltime which would involve a maximum of 24 hours face-face delivery and 12 hours preparation, correction and reporting time plus 2 hours of meeting time making up a 38 hour week. There are others who are very casual and may deliver only a few sessions and then do nothing for 6 months.

The SAPS Officer assists in reception operations, enrolments, enquiries, and organizes volunteers to complete work, including computer processing and photocopying for training staff where the training staff have organized for such one week in advance.

The primary tasks of the SAPS Officer and the VETtrak and VASS Statistical Officer is processing student data into VETtrak, including invoices for fees/charges, training outcomes and withdrawals, and the creation/processing of certificates and statements of attainment.

The SAPS Officer and the VETtrak and VASS Statistical Officer also support trainers who want to learn more about VETtrak, produce class rolls, record progress comments/reports and develop informational/advertising materials.

Trainer Qualifications
The minimum qualification for trainers is set down in the AQTF standards as a Certificate IV in Training and Assessment TAE40110 (or a recognised equivalent) together with a qualification that is relevant to the vocational area in which they are training.

Trainers must map their trainer skills and experience directly against the competencies they are delivering in the Trainer Qualifications Matrix and file in index 4 of their HR folder. Any trainer who has the experience but not the qualification is required to complete a Recognition of Prior Learning process to gain the qualification.

Anyone without the Certificate IV in Training and Assessment will be employed on the condition that they complete this qualification. Unqualified staff will be mentored by their supervisor and will be supported to gain the required qualifications. CCAE will organise the required training.

Within the VCAL/General Education area normal primary/secondary school qualifications are also suitable. The Victorian Institute of Teaching registration is not a requirement but is noted.
**Working with Children Check and Police Check**

CCAE policy requires all staff to have a current Working with Children Check (WWC) and a recently issued Police Check (PC). If these are not held at the time of employment new employees are required to gain both within the first three months of their employment and provide copies to the Manager for Quality and Compliance for entry into the CCAE Organisational Checks Register.

Staff members are required to monitor currency of these checks and update as required. It is recommended that the PC be updated at the same time as renewal of the WWC is due. Evidence of currency for both is required to be presented at the annual performance appraisal.

**Industry Award and Progression**

CCAE currently is a signatory to the 2007 Neighbourhood House and Learning Centre Agreement.

Subject to the continuing satisfactory conduct, diligence and performance of a trainer and the acquisition and utilisation of skills and knowledge through experience, progression from one salary level to the next can occur on completion of a year of full-time or equivalent part-time experience.

A performance appraisal will be conducted, usually during the second half of the year. Position descriptions for program coordinators and trainers are located on ‘S’ drive and they set out the key responsibilities areas for each position. For more information on performance appraisals, log onto ‘S’ drive and search for the Performance Appraisals.

The award has a classification for General Staff from Level 1 to Level 7 defined by type of work.

**Time Off In Lieu (TOIL) and Annual Leave**

Permanent employees on a time fraction (not casuals) can accrue TOIL during terms and take time off during Victorian school holidays. Staff members must monitor and manage their TOIL so that it returns to zero hours at the start of each term. TOIL that remains unused at the end of the annual contract does not carry over into the New Year unless approval is given by the Manager. Annual Leave also needs to be taken in the contract period. Exceptions to this must be approved.

CCAE is closed for three weeks over the Christmas/New Year period which equates to 2 weeks of annual leave and one week of public holidays. Public Holidays are:

- Christmas Day
- Boxing Day
- New Year’s Day
- Good Friday, Easter Monday, Easter Tuesday
- Anzac Day
- Queen’s Birthday
- Melbourne Cup Day [with Melbourne Cup Monday a CCAE Board approved holiday]

Trainers with ongoing employment in the following year have approval for some of their holidays to be taken in mid-January when CCAE is open for the new school year but classes have not yet commenced. Some trainers are required to be available for a few days in January to conduct student interviews and enrolments. Specific days are negotiated.
Roles and Responsibilities of Coordinators and Trainers

<table>
<thead>
<tr>
<th>Coordinators</th>
<th>Trainer/Assessor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Management Skills</strong></td>
<td><strong>Management Skills</strong></td>
</tr>
<tr>
<td>• Manage own time by setting</td>
<td>• Manage own time by setting priorities, planning and organising own work</td>
</tr>
<tr>
<td>priorities, planning,</td>
<td>• Able to exercise initiative, innovation and creativity in the position</td>
</tr>
<tr>
<td>organising own work</td>
<td>• Able to achieve objectives within the prescribed time frame</td>
</tr>
<tr>
<td>• Able to exercise initiative,</td>
<td>• Able to accommodate peak work loads</td>
</tr>
<tr>
<td>innovation and creativity in</td>
<td>• Demonstrate well developed analytical and numeracy skills</td>
</tr>
<tr>
<td>the position</td>
<td>• Ensure training ‘currency’ is maintained in industry skills via volunteer or paid</td>
</tr>
<tr>
<td>• Able to achieve objectives</td>
<td>employment in industry settings.</td>
</tr>
<tr>
<td>within the prescribed time</td>
<td>• Able to conduct periodic supervision</td>
</tr>
<tr>
<td>frame</td>
<td>meetings with a group or individually and provide constructive advice on areas</td>
</tr>
<tr>
<td>• Able to accommodate peak work</td>
<td>where improvement is required.</td>
</tr>
<tr>
<td>loads</td>
<td>• Ensure all team members participate in moderation and validation each year</td>
</tr>
<tr>
<td>• Demonstrate well developed</td>
<td>• Able to discuss and resolve problems</td>
</tr>
<tr>
<td>analytical and numeracy skills</td>
<td>• Able to work harmoniously in a team environment and promote a team approach to</td>
</tr>
<tr>
<td>• Provide support and</td>
<td>work practices</td>
</tr>
<tr>
<td>communicate effectively with</td>
<td><strong>Interpersonal skills</strong></td>
</tr>
<tr>
<td>the team for smooth delivery</td>
<td>• Highly developed oral and written communication skills</td>
</tr>
<tr>
<td>of quality training/assessment</td>
<td>• Able to gain co-operation and assistance from a broad cross section of</td>
</tr>
<tr>
<td>• Ensure that the team meets</td>
<td>individuals, groups and staff</td>
</tr>
<tr>
<td>reporting deadlines</td>
<td>• Able to discuss and resolve problems</td>
</tr>
<tr>
<td>• Able to conduct periodic</td>
<td>• Able to work harmoniously in a team environment and promote a team approach to</td>
</tr>
<tr>
<td>supervision meetings with a</td>
<td>work practices</td>
</tr>
<tr>
<td>group or individually and</td>
<td></td>
</tr>
<tr>
<td>provide constructive advice on</td>
<td></td>
</tr>
<tr>
<td>areas where improvement is</td>
<td></td>
</tr>
<tr>
<td>required.</td>
<td></td>
</tr>
<tr>
<td>• Ensure all team members</td>
<td></td>
</tr>
<tr>
<td>participate in moderation and</td>
<td></td>
</tr>
<tr>
<td>validation each year</td>
<td></td>
</tr>
</tbody>
</table>
Budgets and Funding

As part of our requirements as an RTO we report all training delivery to DEECD-Skills Victoria via the creation of files from our Student Management System (VETtrak).

These files are defined in the AVETMISS which is the basis for the Victorian Vocational Education & Training (VET) Student Statistical Collection Guidelines. These guidelines are revised each year and published on the DEECD-Skills Victoria SVTS website.

Each data element is defined and the acceptable responses are listed. Administration staff monitor any changes that may be made towards the end of each year and ensure that enrolment forms and all other documents are kept up to date.

Most of the questions on our enrolment form are dictated by the requirements of the statistical collection. Many are mandatory, particularly those which provide the information that allows us to check a student’s eligibility for a government subsidised training place.

**Adult Community and Further Education [ACFE]**

<table>
<thead>
<tr>
<th>Funding code</th>
<th>Description</th>
<th>Our courses</th>
</tr>
</thead>
</table>
| ACE          | ACFE-funded non-accredited local courses written up using the A-frame. | • Careers  
• English for Migrants  
• Making Trax |
| P            | For continuing students only  
Clients who were ACFE funded in 2011 and continuing in the SAME qualification in which they were enrolled in 2012. | ONLY DO THIS IF THEY WILL NOT BE ELIGIBLE UNDER SKILLS for VICTORIA.  
It is easier for us to start people as a NEW enrolment in the qualification for 2012 as long as they are eligible and hence under a Skills Victoria contract. |

**Skills for Victoria [SVTS within DEECD]**

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Anything accredited</th>
<th>Unlimited training packages have different funding rates.</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>General training delivery (non-Apprentice/Trainee training).</td>
<td>Anything accredited</td>
<td>Unlimited training packages have different funding rates.</td>
</tr>
<tr>
<td>PSG</td>
<td>Skills for Growth Funding - General (not Apprentice/Trainee).</td>
<td>Check any CCAE staff who started in a qualification in 2011 through this code and continuing the same qualification</td>
<td></td>
</tr>
<tr>
<td>L</td>
<td>Apprentice/Trainee. Training activity funded by Skills Victoria where the student is a registered trainee.</td>
<td>Trainees – <strong>will be listed on the Delta website</strong></td>
<td></td>
</tr>
</tbody>
</table>

Any students who are continuing their Skills Victoria funded course from a previous year into 2012 will keep the contract and funding code from the respective year.
## Fee For Service [FFS]

| S  | Fee for service - domestic full fee-paying students. All training activity funded by domestic fee for service students other than those fee for service domestic students participating in Skills for Growth programs (SSG). Check if clients can piece together an accredited course eg Hospitality with Retail and hence be eligible for funding. | First Aid  
Food Hygiene  
RSA  
Bar course  
Coffee course  
Cert 4 TAA  
Any courses for those not eligible for funding  
ESL students (Fee for service)  
English Language tests |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>S1</td>
<td>Subcontracting, Auspicing, Partnership Arrangements: To be used by RTOs delivering training programs on behalf of an organisation that has been funded for this delivery by Skills Victoria.</td>
<td></td>
</tr>
</tbody>
</table>

## Other Codes [These are introduced as needed – please check]

| Z20 | VET in Schools. Program/s undertaken as part of a student’s senior secondary certificate that provides credit towards a nationally recognised VET qualification. |
Program Budgets
The Manager oversees the planning for the organizational budget. Program Coordinators will be given budgets for resource and professional development in their programs. However, cash flow must be checked with CCAE Manager before a major purchase is made.

Students who a Fee For Service or sponsored by JSA’s are charged for materials and textbooks. This money is automatically allocated to the respective program areas. Students should pay for textbooks before they are handed out.

Students are also charged an Amenities Fee and an Administration Fee which is automatically allocated to ‘Student Amenities’ and ‘Office Administration’.

Petty Cash
Petty cash is available at Reception and must be signed for. Trainers should check with their Program Coordinators to discuss resources for their particular class. Depending on how much cash is actually needed you may need to order it in advance. Receipts must be retained and returned with any change.

Use of College Vehicle
CCAE College car is available for staff use for work purposes. Reception maintains a booking diary. If the College car is needed out of hours this should be booked in advance and can be garaged at the employees home address overnight, but must be returned to CCAE fueled and ready for other staff to use by 8am. The Manager will make a decision if there is a conflict in bookings.

The train is a good option for meetings in Melbourne city. Approval for the use of your own car (and therefore re-imbursement for kilometers travelled) must be obtained before the trip. Approval will not be given if a work car is available.

Re-imbursement of Expenses
Prior approval for all expenditure must be obtained from either the Manager. Receipts must be kept and submitted to the Manager attached to a request re-imbursement. This is normally done by direct payment into the employee’s nominated bank account. Log onto ‘S’ Drive for a ‘Request for Cheque Form’
Communications

Campaspe News - Publication
Monthly newsletter that keeps everyone in touch across at CCAE. Everyone is encouraged to contribute. It helps to keep other parts of the organisation informed about what is going on.

It is prepared by the Community Services students and distributed by email and hard copy format, usually early each month. Contributions can be sent to peter@ccae.vic.edu.au and printed copies are available from reception.

Education & Training Meetings
A schedule of meetings is available in ‘S’ Drive and on the staff room noticeboard. Notes from all meetings are available on ‘S’ Drive.

It is important you attend scheduled meetings and have your say in the day-day working of CCAE. The College has a program of continuous improvement. Improvement only comes via the identification and discussion of concerns, and development of plans to resolve them.

The best source of information for new staff is their colleagues in the unit. They are willing to share and answer questions and will be able to point you in the right direction.

Email
New trainers at CCAE are allocated a work email address and several computer access accounts. Your CCAE email address is: ........ @ccae.vic.edu.au

You can access your email (only new email not the mail that “Outlook” has downloaded) on the internet when you are not at work (webmail). The address to access your mail from home is webmail.netregistry.net. After you navigate to this website enter your full work email address into the “username” box and the matching password in the password box.

Accessing Workplace Forms, Policies and Procedures
“‘S’ Drive” is a web-based document storage system used to manage and access CCAE policies, procedures and forms. The VETtrak and VASS Statistical Officer will register you on the system, allocate a user name and password and provide you with a brief introduction to ‘S’ Drive which includes: logging on; search; registering your access to documents.

Routine access to ‘S’ Drive is a requirement in the Trainer’s Position Description so take the time to locate and read relevant policies, procedures and forms relating to your work. If you are not sure which policies, procedures or forms relate to your work, please discuss them with your Program Coordinator.

Memory Hints: Your ‘S’ Drive user name is the same as the abbreviated name on the top left corner of your pay slip.

The VETtrak and VASS Statistical Officer does not record individual passwords. If you forget your password the VETtrak and VASS Statistical Officer will have to reset your information and you will require a new password to access the system.
Computer Access and Printing
You will have two computer log-on accounts to access the computers at CCAE. One is for the classroom computers in rooms and the other is for the trainer computers in the staff areas.

Your “work account” lets you access drives that store Administration & Staff Folders and files, whereas your staff account gives access to the areas that students can access.

It is possible to logon to the classroom computers with either of your accounts but is not advisable to use your work access in student areas because of potentially sensitive information that will become accessible.

Your email can be downloaded and accessed on whichever staff computer is allocated to you. Your login can be used on any staff computer but your saved files and downloaded email remains on your allocated computer.

Staff and students are responsible for managing their own passwords and must not share their computer access.
The staff account (for classrooms) user name is staff ... (an allocated number) and you create a password to use the first time you access the account.
The work account (for staff computers) user name is your first name and a password you create the first time you access the account.

NOTE: Please remember to “log off” your computer after you finish and remind students to “log off” if they forget. It is important to remember that no one should log on to more than one computer at a time with the same account.

Our Computer Network
The computer network has three main areas that you will access in your work. They are:

CCAЕ Administration on Administrationsvr02; Information on this server IS NOT backed up as part of the regular data back-up procedures. It is normally kept for material which is freely available (eg internet download) but can be tedious to do so eg training packages, purchasing guides and unit resources.

CCAЕ documents; Provides storage for CCAE Units and project folders. This server IS backed up as part of the regular data back-up procedures. You can store documents here BUT they MUST be filed under the course/program area and not under a folder with your name. The purpose is for others to be able to find and access them. These are more likely to be final documents rather than ‘works in progress’ unless there are several people working on it and you all need to be able to access the most current version.

The folder “Education and Training”, situated in CCAE documents, is a vital resource area to you. In this folder you will find many resources relating to the courses we deliver such as forms, plans, record keeping docs, classroom resources, etc. Your Program Coordinator will walk you through but it is important to take some time to familiarise yourself with this area.

transfer on endserver. This server is accessible to all who log onto the classroom computers. Students make a folder for themselves and save their work in this area and trainers can make
folders for the students to access also. Make sure you familiarise yourself with the areas on this drive. It is advisable for anyone that uses this drive to back up their work to a USB drive. 

*NB. Folders on this drive are accessible to everyone so privacy and tampering can be an issue.*

resources on end-server: This area is accessible to all who log onto the classroom computers. It is mostly data files which students access as part of their study. These files are normally saved as read only files which students then save into their own folder to save the work that they do on them. Trainers who want additional files loaded into this area should talk to our IT Support staff.

**Printing**

We operate a network. Therefore you will likely be connected to several printers with different capabilities. Please check your selection before printing.

**Instructions for using the Konica Minolta**

The main printer/copier in the Konica Minolta that can print B & W, Colour, send/receive faxes, do individual scans or scans of materials into sets. All staff computers have direct access to this Machine. This printer should be used if you need to print multiple copies, colour, back to back, documents stapled, hole punched, folded, in booklets etc. You can print directly from your computer. Include all the instructions on what you want, number of copies, stapling, folding etc and also the code to which the job will be allocated. Hard copies for photocopying also work on this same system.

**Instructions for using the HP2055dn Laserprinter**

This printer can only print B & W. All staff computers have direct access to this Machine. This printer should be used if you need to print multiple copies, B&W, back to back. You can print directly from your computer.

**Instructions for using the Sharp AR5132**

This printer/copier is located in the corridor outside Room 1 [Board Room]. It can print B&W and Colour, single/multiple copies, 1 sided/2sided, back to back, documents stapled, etc. Use the Sharp if Konica Minolta has broken down or in use. Currently, no staff computers have direct access to this Machine.

**Problems/Issues with computers**

- Ask another staff member in case it is just something that you do not know about our systems.
- Send an email describing your problem to our IT support staff. It helps if you can give an idea of the urgency of the issue and when your computer is available for him to work on.
- If your email is the problem then write a note – do not rely on just speaking to the IT support staff in the passage way.
Computer Access Information provided to students

- Students will be issued with a Student Number and Password.
- It the student’s responsibility to keep the computer access details confidential and not let others access their account. Sharing an account can result in access being suspended.
- At the start of the year students are credited a $ amount for internet access and for printing.
- This credit is monitored by IT support staff and should also be monitored by the student.
- The credit is used when viewing internet pages, printing or downloading files or email.
- Once the credit runs out the student cannot access the internet or print using the account. Trainers will explain how to access the credit balance via an icon on each computer.
- If a student’s usage is reasonable for the courses enrolled in, then the $ amount will be topped up by CCAE. If the usage has been largely for the student’s own social and recreational purposes, instead of program related, then a student will be expected to pay (at least $10 at a time) to maintain access to the system.
- Network storage areas where provided will be treated like school lockers. Network Administration may access and review files and communications to maintain system integrity and ensure that users are using the system responsibly.
- Students are asked to respect the Internet policy at CCAE that forbids the access of pornographic or offensive websites. CCAE’s IT department is able to track all internet use.
- Transmission of material in violation of state, federal or international law and/or regulation is prohibited. This includes, but is not limited to; copyrighted material, threatening, harassing, obscene material, pornographic material, or material protected by trade secret.
- All students enrolled at CCAE are entitled to computer access when computer rooms are not in use for another class. However, students must always check with Reception for permission to access a computer room and leave the room in a clean and tidy state, with machines, lights, heaters and fan shut down upon departure. Failure to do the latter may result in denial of future access.
Record Keeping Requirements

Trainers are required to maintain and regularly present the following records:

- A student attendance record signed by the trainer.
- A course plan.
- A course delivery plan.
- A diary for each class delivered documenting content covered in the class on the day (dot point notes) – this can be your handwritten annotations on the delivery plan.
- Assessment record for each unit for each student, complete with the unit code, the completion date, the students’ and your signature. Results include “competent”, “not yet competent”, “withdrawn” etc.
- Samples of student work relevant to the assessment of the unit must be attached to the assessment record.

Samples of student work must be photocopied and the original returned to the student. Photocopies can be reduced in size – eg 2 x A4 pages can be printed on one page allowing you to fit 8 sheets of student work onto one sheet of paper.

Training plans

All students must have a training plan. Refer to the Skills Victoria Minimum Performance Standards for basic requirements. Students should be encouraged to monitor their plans on a regular basis (at least once each term) to help them keep track of their progress or to highlight lack of progress. Program Coordinators/trainers should assist students to identify issues that are hindering progress and encourage them to address these.

CCAE staff has created many documents to keep track of our record keeping requirements. Please discuss this with your Program Coordinator if you feel you need further assistance or are unsure in this area.

Privacy and Student information

If a student has obligations to Centrelink and/or JSA as part of a course in which they are enrolled, they are advised that CCAE is obliged to pass on certain information. Information is also released to Skills Victoria and other government departments that provide funding for programs. Students consent to release information when they sign the enrolment form.

Information may include:

- Details of attendance at classes, including dates and evidence of reasons for non-attendance (Centrelink)
- Details of courses and units including start and finish dates
- Information on progress with the course (normally to an agency that is paying the course fees)
- Other information if appropriate. CCAE would normally discuss this with the student first before providing the information
Record storage

CCAE Student Management System is a computer program: VETtrak. This is in two parts:

1. **VETtrak** is a yellow icon accessible from all staff computers and reception computers. We have four (4) licences which allows it to be open on only four computers at a time. This is the program most trainers use. All student personal information, occurrences and details of the qualifications in which students (except trainees) are enrolled is available here. Student attendance and results can be entered. All trainers are able to have access. CCAE Administration staff is available to show you how to use the program.

2. **Trakker Plus** is a red icon. We have two licences for this version for setting-up of the qualifications, units, modules, hours etc. Trainee contracts are also created in Trakker Plus. This program allows us to create files that report our training activity on a monthly basis to Skills Victoria to generate payment (monthly in arrears). We also do a monthly download and upload of files to report on and generate Victorian Student Numbers for clients under 25 years of age.

Archives: student information:

- Current year’s student enrolment forms are archived in filing cabinets in reception.
- **Archive Room 1: All VET programs** stored in compactus with the current year’s student evidence of completion, withdrawal, not-yet competent outcomes.
- **Archive Room 2: All VCAL and CGEA programs** stored in filing cabinets and boxes with the current year’s student evidence of completion, withdrawal, not-yet competent.
- Immediate past year student evidence and enrolment data is archives in filing cabinets and boxes in the container at the rear of the JAB.
- Student evidence and enrolment data of two or more years is archived in Shed 109 located on the Northern Highway.

Individual trainers maintain and store all records relating to their own classes. Most trainers operate with current units stored in filing cabinets close to their work station with completed units immediately filed in the appropriate archive location.

- Archive Room 1 with compactus is located beside the disability toilet/baby changing room.
- Archive Room 2 is located opposite Room 8.

These documents creates the course records associated with proof of delivery and either competent or not-yet-competent outcomes that must be stored by CCAE for 7 years.

CCAE is also required to keep evidence for 30 years that will allow the re-issue of certificates.

Trainers must hand in all the required information at the end of the delivery of each course. Trainers are NOT required to store this information themselves. If you need to access anything from a previous year, ask Administration staff and they will help you to find what you need.
**Archives: financial and staffing information:**

- Current year’s financial information, including staff active files are archived in filing cabinets in the Manager’s Office.
- Immediate past year’s financial information, including staff active/inactive files are archived in filing cabinets in the Manager’s Office.
- Financial and staff inactive files of two or more years is archived in filing cabinets and boxes in the container at the rear of the JAB. Financial and staff records of previous years are being retrieved from Shed 109 located on the Northern Highway and relocated into the container at the rear of the JAB.

**Document disposal**
If you need to dispose of documents that have personal/confidential information, there is a yellow lid document disposal bin near the photocopier. Please ensure staples are removed and only documents of a sensitive nature are placed in this bin. It is shredded by a local business.

For the occasional document that needs to be disposed of with sensitive information, there is a confetti shredder located in the Manager’s Office that can be used for this purpose.

**Never dispose of documents that contain private or sensitive information in the normal red or yellow lidded garbage bins located around the college.**

Please remember we support recycling so there are bins placed around the building to cater for different forms of rubbish. If you have large amounts of paper that needs to be sorted for recycling/shredding, you can leave it with Administration staff who will allocate the task to a volunteer to sort the material and dispose of it appropriately.

**Resources**

Please ask if there is something specific that you are looking for and add any resources you find helpful to the CCAE collection. Documents used at CCAE should be saved in the appropriate location in the CCAE documents drive. Please check that documents have the file name, file path and version number added in the footer.

Check with the relevant program coordinator for any videos/DVDs. Administration staff is able to copy material from one format to another if something in an old format is still relevant.

**VET Guides and Statutes**
The hutch located within the staff work area houses all the VET program outlines offered by CCAE and all statues that apply to RTO operations. This is updated continuously.

Staff must keep abreast of changes in their respective area of expertise and be able to give clients accurate and reliable information upon which to make education and training decisions.
**IT Resources**

CCAE has internet access throughout either via cable or wireless. If you find there is a blind spot in wireless reception it is vital the IT support staff are informed so that it can be remedied asap.

Located behind the Statistical Officer are the following IT resources. These are able to be borrowed by staff but must be returned to this location at the end of the sessions booked as that other staff can access the equipment.

- Digital projectors
- Digital Cameras
- Laptop for use with Room 4 Electronic White Board

CCAE also has two laptop trolleys each with 14 laptops located therein. These trolleys are to be located in Archive Room 2 which is directly opposite room 8. The IT support staff will ensure the laptops are charged. **However, each trainer must ensure that the laptops are properly closed down and the end of their session and all components returned to the trolleys before students are permitted to leave the room.**

CCAE has several rooms established with desk-top computers:

- Room 04 – 06 Computers + 1 printer
- Room 05 – 16 Computers + 1 printer
- Room 08 – 03 Computers
- Room 09 – 13 Computers + 1 printer [2 are for use by students of other classes]
- Room 14 – 01 Computers

CCAE has also created a small internet café are for students to use. These machines can be used by the students for their social media life, but are still subject to the same rules regarding inappropriate access and use.

- Internet café – 04 Computers [no printer assess].

**Staff Workstations**

**Reception:** 02 Computers + Shared Printer
- Receptionist/Marketing
- Community Services/Educational Services/SAPS Officer

**Manager:** 02 Computers + access to staff room computers
- Manager [laptop]
- Finance

**Staff Area:** 09 Computers + access to staff room computers
- Statistical Officer [not a hot desk – has VASS and VETtrak files]
- All other desks are regarded as hot desks for use by other staff when the person who normally uses the desk is absent. Please leave desk tidy for someone else.

**Stationery**

Check the steel grey cabinets beside the photocopier.
If you cannot find what you are looking for, ask at reception.
Day to Day Operations

Class Times & Breaks
- Full Day Classes: 9.00 to 2.30pm or 3.00pm, with a morning break of about 10 minutes and a lunch-time break of 30 minutes.
- Afternoon Classes: 2.00pm to 5.00pm
- Evening Classes: 6.00pm to 9.00pm
- Some classes need to finish by 3:00 for parents to be home for school children.
- We try to avoid having only one class in the building in the evening although this is sometimes unavoidable. If this happens trainers are encouraged to organise things so they pack up and leave the building at the same time as the students.
- Please check to ensure that all doors are locked and alarms are set before departure.

Annual Calendar
CCAE operates in line with school terms. Classes at the start of the year normally commence progressively from the week following the start of the school term. Classes finish at the end of the year progressively from mid-November.

VCAL Certificate Presentations are held on the first Wednesday morning in December after the release of VCE/VCAL results by VCAA. We hold the presentations from 10:00 am – 11:30am approx. in the Bowen Room.

The Internet Café
This area is predominantly for student use and is the responsibility of all who use it. Please clean up after yourself. Tea, coffee and milk are provided.

Trainers may have lunch in the internet café or in the kitchen. The trainers have a small fridge in the office area for storage of lunch.

Smoking
Smoking is not permitted inside any the CCAE buildings or within CCAE grounds and CCAE does not provide facilities for smokers.

Mobile Phones
All mobile phones must be turned to silent or vibrate mode during classes. Students should inform the trainer if an important call is expected. Phone calls must only be answered outside of the class room. Mobile phones and other portable equipment such as iPods are not to be used in the classroom except with the permission of the trainer.

Emergency Procedures
Information is located in all rooms in the CCAE building. Please take the time to familiarise. First Aid Kit locations are:
- Workshop – near power board
- Kitchen – near hands-free hand basin
- Hall way – outside Room 2

Trainers should ensure their class is aware of evacuation procedures. An evacuation drill may be held at any time.
**Victorian Student Number**

The Victorian Government has legislated and implemented a Victorian Student Number (VSN) for students in Victoria.

The VSN is a student identification number that will be assigned by the Department of Education and Early Childhood Development (DEECD) to all students in government and non-government schools, and to students up to the age of 24 undertaking Vocational Education and Training with a TAFE, Registered Training Organisation or Adult and Community Education (ACE) provider (referred to collectively as VET Providers).

The VSN, which is unique to each student, will be used as a key identifier on a student’s records, and will remain with the student throughout his or her education, until reaching the age of 25. The VSN is nine digits long, randomly assigned, and tied to identifying information about the student (name, gender, date of birth).

The VSN will provide the capability to accurately detect patterns of student movement through, and departure from, the Victorian education and training system. It will greatly improve the collection and analysis of timely and accurate data about education in Victoria.

CCAE will have completed its first upload of student data in term one, 2011. VSNs will then be allocated to all our students who are under 25 ready for the start of term two. From April we will have to do regular monthly download/upload of data from VETtrak to ensure that a VSN is allocated as soon after enrolment as possible to any student new to the system.

CCAE is expected to inform the student of their VSN. This will be particularly important for students who are allocated their VSN as a result of an enrolment with us.

Students who attended school in 2010 will have a VSN. They may not know what it is but it will have been allocated at school. If they know what the VSN is they should write it on the CCAE enrolment form. Otherwise, they will be identified by their name and date of birth and their number will be retrieved from the Victorian Student Register and put into our system via the download file.
Useful Websites

www.acedisability.org.au  Your One Stop Disability Resource for Adult Community Education (ACE) in Victoria

The Australian Core Skills Framework (ACSF) describes levels of performance in the 5 core skills of learning, reading, writing, oral communication and numeracy. The ACSF provides:
- A consistent national approach to the identification of the core skills requirements in diverse personal, community, work and training contexts
- A common reference point for describing and discussing performance in the 5 core skill areas.

http://www.skills.vic.gov.au/learnlocal-acfe  Adult Community & Further Education website. ACFE is currently part of the Department of Education & Early Childhood Development. ACFE provide funding for our pre-accredited courses and some special projects. The current branding is Learn Local.

www.aesharenet.com.au  resource sharing website

http://www.aqf.edu.au/  The Australian Qualifications Framework (AQF) is a quality assured national framework of qualifications in the school, vocational education and training (VET), and higher education sectors in Australia.

www.blueprint.edu.au  The Australian Blueprint for Career Development is a framework for designing, implementing and evaluating career development programs for young people and adults. At its core, the Blueprint identifies the skills, attitudes and knowledge that individuals need to make sound choices and to effectively manage their careers.

www.cca.edu.au/  Community Colleges Australia (CCA) is the peak body representing not-for-profit community owned providers of adult and youth education, training and learning in a local environment. Membership comprises long established learning organisations located in metropolitan, regional and rural locations. The colleges are strategically placed to provide a focus on student welfare with commitment to employment outcomes and personal development of individuals. CCAE is a member.

https://secure.otte.vic.gov.au/deltarto/mainpage.asp  Delta database which has all the details about traineeship and apprenticeship contracts. E&T Administration access this site regularly to check for any new trainees wanting to use us as their RTO. We also update the site with traineeship completions. Only accessible by password.

www.flexiblelearning.net.au/  E-learning can transform your training delivery. Explore this site to discover the Australian Flexible Learning Framework, its products and services, and how it can assist you to embed e-learning and be part of the wider e-learning community.

www.ncver.edu.au/  The National Centre for Vocational Education Research is Australia's principal provider of vocational education, training research and statistics
www.nqc.tvetaustralia.com.au/ The National Quality Council (NQC) is a Committee of the Ministerial Council for Tertiary Education and Employment (MCTEE), and oversees quality assurance and ensures national consistency in the application of the Australian Quality Training Framework standards for the audit and registration of training providers.

It has specific decision-making powers in relation to the endorsement of Training Packages and other aspects of the quality assurance under the National Skills Framework.

The National Quality Council has a key role in bringing together the major players in the vocational and technical education sector - industry, unions, governments, equity groups and practitioners - to oversee and support the current and future quality of vocational and technical education across Australia. It is also critical to ensuring the successful operation of the National Skills Framework – the system’s requirements for quality and national consistency in terms of qualifications and the delivery of training.

training.gov.au is the national training information service. This gives the Scope of Registration and contact details for all RTOs in Australia. It also has information about all the training packages and the units they contain. The current training packages relevant to the qualifications delivered by OCC are downloaded and are stored on Administration Server 2.

www.returningtoearning.com.au/ this website provides Victoria works for parents returning to work grants directly to eligible parents to return to work after an absence of caring for children. Grants of up to $1000 are available. The money can be used to cover any costs associated with approved training, such as books and materials, course fees, transport and childcare (Conditions apply). Batches of grants are released at intervals. A number of OCC students have been able to get one of these grants which have been available for several years. The student applies on line and prints out a Stat Dec which they have to complete and send in.

www.atpl.net.au/ Training Products Australia is the custodian of all nationally endorsed Training Packages and quality teaching and learning resources to support delivery of Vocational Education and Training.

www.gcflearnfree.org/ free online learning classes

www.licensinglinenews.com/ Licensing Line News is Australia's leading source of information on occupational licensing and its intersection with vocational education and training

www.immi.gov.au/living-in-australia/delivering-assistance/settlement-grants/ The Settlement Grants Program (SGP) is a Federal Government grant program which provides funding to organisations to help new arrivals settle in Australia.

www.skills.vic.gov.au  Skills Victoria supports and facilitates access to training and tertiary education opportunities so that Victorians can acquire higher skills that are utilised by, and contribute to the success of, Victorian businesses. This website will help you find information on training courses, education and employment outlooks. If you are looking for corporate-specific information such as our directions and priorities, support to providers, TAFE and university appointments, and programs and initiatives, visit Skills Victoria Corporate.


https://secure.otte.vic.gov.au/SVTS/  Registered Training Organisations use this website to submit their monthly training activity data securely to the Skills Victoria Training System (SVTS). It is only accessible by password. E&T Administration access this site regularly and forward memos etc to relevant staff.

http://www.business.vic.gov.au/BUSVIC/STANDARD/PC_62573.html  Skills for Growth: the Workforce Development Program is a Victorian Government initiative dedicated to working with small and medium-sized businesses to explore training and education opportunities that will benefit the business and develop the skills of their staff.

www.surveymonkey.com/  We are currently (2011) registered with Survey Monkey so if you wanted make use of it you could – ask the MANAGER for our log on details.

www.tpatwork.com  Training Packages @ Work (TP@Work) is a national communications project funded by the Commonwealth Department of Education, Employment and Workplace Relations and managed by the Queensland Department of Education and Training. It provides specific information and resources for vocational education and training (VET) practitioners who work in the sector or who are new to the sector. It also provides general information to help individuals better understand the Australian VET system and in their dealings with VET practitioners.

http://trainingsupport.skills.vic.gov.au  The Training Support Network (TSN) website is a service provided by the Victorian Government to Registered Training Organisations (RTOs). You can find the curriculum for Victorian Registered courses (CGEA). We also download the Victorian Purchasing Guides for all the training packages we deliver. These documents contain the nominal hours allocated to all the units which are used for funding purposes.

https://www.vass.vic.edu.au/login/CoverPage.cfm  VASS is the system that records all the VCAL and VCE results. *Accessible only by password.*
www.vrqa.vic.gov.au  Victorian Registration and Qualifications Authority. The role of the Victorian Registration and Qualifications Authority (VRQA) is to provide regulation that ensures quality in education and training in Victoria, and promote informed choice when it comes to your education and training decisions.

www.vcaa.vic.gov.au  Victorian Curriculum and Assessment Authority. We provide high quality curriculum and assessment programs for Victorian students. We are also developing the Early Learning and Development Framework 0–8 with our partners, the Department of Education and Early Childhood Development
### ACRONYMS

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACFE</td>
<td>Adult Community &amp; Further Education</td>
</tr>
<tr>
<td>ACSF</td>
<td>Australian Core Skills Framework</td>
</tr>
<tr>
<td>AMEP</td>
<td>Adult Migrant English Program</td>
</tr>
<tr>
<td>AMES</td>
<td>Adult Education institution specifically to provide English language training and CALD employment and settlement services in Victoria.</td>
</tr>
<tr>
<td>AQTF</td>
<td>Australian Quality Training Framework</td>
</tr>
<tr>
<td>AVETMISS</td>
<td>Australian Vocational Education and Training Management Information Statistical Standard</td>
</tr>
<tr>
<td>CALD</td>
<td>Culturally and Linguistically Diverse</td>
</tr>
<tr>
<td>CGEA</td>
<td>Certificates in General Education for Adults</td>
</tr>
<tr>
<td>DIAC</td>
<td>Department of Immigration &amp; Citizenship</td>
</tr>
<tr>
<td>MIPS</td>
<td>Managed Individual Pathways Plan</td>
</tr>
<tr>
<td>MPS</td>
<td>Minimum Performance Standards</td>
</tr>
<tr>
<td>NCVER</td>
<td>National Centre for Vocational Education Research</td>
</tr>
<tr>
<td>NQC</td>
<td>National Quality Council</td>
</tr>
<tr>
<td>RTO</td>
<td>Registered Training Organisation</td>
</tr>
<tr>
<td>SGP</td>
<td>Settlement Grants Program</td>
</tr>
<tr>
<td>SVTS</td>
<td>Skills Victoria Training System</td>
</tr>
<tr>
<td>SWLLEN</td>
<td>South West Local Learning and Employment Network</td>
</tr>
<tr>
<td>VASS</td>
<td>Victorian Assessment Software System</td>
</tr>
<tr>
<td>VCAA</td>
<td>Victorian Curriculum and Assessment Authority</td>
</tr>
<tr>
<td>VCAL</td>
<td>Victorian Certificate of Applied Learning</td>
</tr>
<tr>
<td>VRQA</td>
<td>Victorian Registration and Qualifications Authority</td>
</tr>
</tbody>
</table>
Victorian Certificate of Applied Learning (VCAL)

**Background**

VCAL is a senior secondary school qualification. VCAL is one of the two senior secondary qualifications accredited for delivery in Victorian non-school settings under the Education and Training Reform Act 2006.

The Victorian Certificate of Education (VCE) is the other qualification. VCE is not currently delivered by CCAE although we have approval to do so.

When VCAL was introduced it proved to be a more relevant qualification for our particular cohort of students. Our VCAL program has continued to develop and is available to both adults and young people who have exited the school system. The requirements for completion of a VCAL certificate are the same for both adults and young people (which was not the case for VCE).

Trainers who deliver VCAL/VCE need to be fully informed of the requirements set by the VRQA Minimum Standards for Registration to provide accredited senior secondary qualifications. There are six standards that govern the planning and delivery of VCAL/VCE and we are audited regularly to ensure our compliance against those standards.

A copy of the current standards and of all other documentation relevant to the VCAL program is available in a folder maintained by the Education Services Coordinator or from the VCAA website. Trainers should regularly consult the Education Services Coordinator.

As an RTO delivering VCAL/VCE we must demonstrate that we support and promote the principles and practice of Australian democracy which includes a commitment to:

- the elected government
- the rule of law
- equal rights for all before the law
- freedom of religion, speech and association
- the values of openness and tolerance.

There are policies and procedures in place which support our legal responsibilities and commitment to the care, safety and welfare of students, all of which can be accessed on ‘S’ Drive.
**Target groups**

There are two main target groups for VCAL courses at CCAE.

**Adults returning to study** who have not completed Year 12. This includes all the students who would not be eligible to enrol at a secondary school and the following characteristics may apply:

- Likely to have left school early
- Likely to have had negative school experiences
- May be a sole parent
- Low self-esteem, lack of confidence
- No clear idea of a vocational pathway
- Need to build literacy & numeracy skills

**Young people disengaged from the school system.** The current legal school leaving age is 17. CCAE currently has a policy of only enrolling students who have turned 16 when they enrol with us although Skills Victoria funding does not have any age limits. CCAE liaises with the local secondary schools and does not solicit enrolments from students still engaged with a school. The following characteristics may apply:

- History of poor school attendance
- Likely to have had negative school experiences
- May be homeless or at risk of homelessness
- Low self-esteem, lack of confidence
- No clear idea of a vocational pathway
- Need to build literacy & numeracy skills
- Does not fit the school learning environment
- Referral from Jobs Services Agency or Juvenile Justice Department
- Required to be in Education & Training to receive Centrelink payments and refuses to attend school

**Entry requirements**

The VCAL course is a senior secondary qualification and normally requires the equivalent of Year 10. Adult students, who have not completed a Victorian senior secondary qualification or an equivalent, may undertake the qualification without having completed Year 10 and may receive recognition for prior learning.

Students who would be in Year 9 or 10 if they were at school should be enrolled in a preparatory program and not directly into VCAL. The preparatory program will be the Making Trax program that involves elements of:

- Certificate in General Education for Adults
- Certificate I in Vocational Preparation
- Careers
Enrolments

1. A prospective student must have an interview with the Education Services Coordinator who will follow the CCAE enrolment procedure. In addition:
   - If the student is of school age then a discussion on why the student wishes to enrol at CCAE and not a school must be had.
   - Ensure that the VCAL/VCE enrolment form is completed – particularly to sign the various sections relating to release of student information.
   - Obtain parent/guardian signature as consent for student enrolments under 18 where possible. Document the circumstances if a signature cannot be obtained.

2. Enrolments must be entered into both CCAE’s student management system and the VASS database – special authentication file and password is required. The Youth and General Education Program Coordinators, and the Manager, Education & Training currently have access.

3. A VASS eligibility report is run to check that each student program will allow the completion of the required level of VCAL certificate. A printout is made of each student’s program. This is reviewed with the student who must sign to confirm that it is correct.

During the enrolment process, students will undertake an assessment of their literacy and numeracy levels. The literacy level will govern the level of the VCAL certificate in which they will be enrolled. The Education Services Coordinator interviewing the student will discuss with them the various options available at CCAE and develop a program that best meets their individual requirements.

Accreditation

The nationally recognised course codes for VCAL are:
- VCALFND001  Victorian Certificate of Applied Learning (Foundation)
- VCALINT001  Victorian Certificate of Applied Learning (Intermediate)
- VCALSNR001  Victorian Certificate of Applied Learning (Senior)

These codes are not used in the VASS system but are critical to the data entry in VETtrak and our funding from Skills Victoria will not be paid if they are incorrectly entered.

Within the Australian Qualifications Framework the VCAL is a Senior Secondary Certificate of Education issued by the Victorian Curriculum and Assessment Authority. In Victoria, the requirements for the VCE and VCAL certificates are set by the VCAA which is responsible for the development and accreditation of courses of study, assessment, issuance of the qualification and associated quality assurance and consultative processes.

The AQF provides a general description of the learning outcomes at each level of study defined within it. The characteristics of learning outcomes at the senior secondary level include the knowledge, skills and understandings, both generic and subject-specific, required as a basic preparation for civic life, work and lifelong learning. These are developed through studies that may include academic disciplines, vocational education and training, and community-based learning.
VCAL Course Requirements

To be awarded a VCAL, students must successfully complete a Learning Program of one thousand (1000) nominal hours which complies with the credit requirements. A VCAL course may be completed in one year or over several years. The certificate is available at Foundation, Intermediate and Senior levels. Both the Intermediate and Senior certificates are regarded as marking the completion of senior secondary schooling – Year 12 Equivalent.

The Learning Program must:

- Be made up of 10 credits, each with 90-100 nominal hours

- Include units which meet the purpose statement for each one of the four VCAL curriculum strands (Literacy & Numeracy Skills, Personal Development Skills, Work Related Skills, Industry Specific Skills)

- Be selected from accredited curriculum such as
  - VCAL units
  - VCE units
  - VET in Schools units
  - Vocational Education and Training (VET) accredited curriculum or Further education (FE) accredited curriculum (one credit is awarded on successful completion of 90-100 nominal hours accredited curriculum)

- Include a minimum of two VCAL specific units chosen from
  - Work Related Skills
  - Personal Development Skills
  - VCAL Literacy
  - VCAL Numeracy

- The Literacy & Numeracy Skills strand must have at least one literacy credit and one numeracy credit

- The remaining three strands, must have at least one credit in each

- Components to the value of six credits at the level of the VCAL award.

- One Literacy and one VCAL Personal Development Skills (PDS) unit must be at the level of the VCAL award

- At VCAL Intermediate and Senior levels, the Industry Specific Skills strand must be from accredited VET curriculum.
Literacy Skills Strand [L]

**Purpose Statement:**

**Literacy Skills:** The purpose of literacy curriculum selected for this strand is to enable the development of skills, knowledge and attitudes in literacy that allow progression in the main social contexts of family, employment, further learning and citizenship. Literacy skills corresponding with these social contexts include literacy for self-expression, practical purposes, knowledge and public debate. Literacy includes reading, writing and oral communication skills.

Numeracy Skills Strand [N]

**Purpose Statement:**

**Numeracy Skills:** Numeracy is the ability to use mathematical skills in order to carry out purposes and functions within society related to designing, measuring, constructing, using graphical information, money, time and travel, and the underpinning skills and knowledge for further study in mathematics or related fields. Curriculum selected for numeracy in this strand should develop skills to facilitate the practical application of mathematics at home, work and in the community.

- VCAL specific units are usually used for students enrolling at the start of the year
- CGEA units are often used for students enrolling later in the year. These units are a smaller number of hours and will be more achievable so that the student can complete some units to use as credits for the following year.
- Students enrolling at the start of the year are encouraged to include two literacy and two numeracy credits in their course.
- Oracy units are also available
- For the VCAL specific units, the VCAL template must be used to write up the program delivery. Exemplars are available on the VCAA website.

Personal Development Skills Strand [PDS]

**Purpose Statement:**

The purpose of the Personal Development Skills strand is to develop skills, knowledge and attitudes that lead toward:

- social responsibility
- building community
- civic responsibility, e.g. through volunteering and working for the benefit of others
- improved self-confidence and self-esteem
- valuing civic participation in a democratic society.

The development of skills, knowledge and understanding in this strand underpins the development of skills in the three other VCAL curriculum strands.

- Two VCAL PDS units are available at each VCAL certificate level.
- A number of different PDS units have been developed at CCAE ranging from class group units to individually tailored programs (senior level only). Trainers should consult with the program coordinator to see whether a previously developed course can be adapted to the current student group.
- The VCAL template must be used to write up the program and exemplars are available on the VCAA website.
Work Related Skills Strand [WRS]

Purpose Statement:
The purpose of the Work Related Skills Strand is to develop employability skills, knowledge and attitudes valued within community and work environments as a preparation for employment. The development of employability skills within this strand provides learners with a capacity to consider and choose from the range of pathways.

Trainers should refer to the WRS Curriculum Planning Guide for more information on Employability Skills.

- Two VCAL WRS units are available at each VCAL certificate level
- Unit 1 covers OH&S requirements and must be completed prior to work placement unless the student is completing the OHS unit with a specific VET certificate.
- The WRS strand can also be covered by units from a VET certificate and is automatically credited when the student completes at least two credit points (usually within the same VET certificate) in the Industry Specific Skills strand.
- The VCAL template must be used to write up the program if the VCAL units are being used and exemplars are available on the VCAA website.
- Work placement can be a component of WRS units.

Industry Specific Skills Strand [ISS]

Purpose Statement:
The purpose of the Industry Specific Skills Strand is to enable the development of skills, knowledge and attitudes related to one or more vocational contexts in preparation for progression to further learning or employment. While specific VET units can be curriculum components of this strand, the learning program should focus on vocational contexts in order for learners to make informed choices as to the pathway options available to them through the VCE, VET, FE and employment.

- At CCAE Industry Specific Skills units are available from the following qualifications:
  - Business, Certificates II and III
  - Community Services, Certificate II/III
    - Aged Care, Certificate III
    - Disability, Certificate III
    - HACC, Certificate III
  - Hospitality,Certificates II and III
  - Information, Digital Media and Technology, Certificate I/II and III
  - Retail, Certificates II and III
  - Holiday Parks and Resorts II and III
  - Financial Services II and III
- Students in Foundation or Intermediate VCAL are more likely to complete packages of 100 or 200 nominal hours in one or more different certificates. Students in Senior VCAL may undertake a complete VET certificate within their VCAL. This may contribute 3 or 4 credit points towards their VCAL.
- Students are encouraged to undertake work placement as part of their VET certificate. It is a requirement in a number of areas.
- VET certificates are delivered in accordance with the requirements of the particular training package.
- The Education Services Coordinator will consult with the other Program Coordinators about the selections of units that will be available to VCAL students from their program areas. Decisions will need to be made about whether the class is specifically for VCAL students or whether it is open for general enrolments. The expectations of these two different groups need to be carefully managed.
- VCAL students may be found in many of the classes at CCAE. Trainers will be advised if they have VCAL students in their class in which case they will need to talk to liaise with the Education Services Coordinator to ensure they meet the VCAL specific requirements.

**Course Planning Grid**

The following planning grid must be used to plan the Student’s program to ensure that it meets the requirements outlined above. The particular units in the student’s program must be listed under the appropriate VCAL strand opposite the applicable level. Check and tick off the requirements listed below.

<p>| Student Name: _______________________________ |</p>
<table>
<thead>
<tr>
<th>VCAL level <em>(please circle)</em></th>
<th>Foundation</th>
<th>Intermediate</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strand Level</td>
<td>Literacy [L]</td>
<td>Numeracy [N]</td>
<td>PDS</td>
</tr>
<tr>
<td>Senior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Intermediate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundation</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- [ ] 6 credits at the certificate level *(i.e for a Senior VCAL certificate six out of the ten units selected must be at senior level.)*
- [ ] 4 credits at the same level or one level above or below *(as applicable)*
- [ ] One PDS and one Literacy unit at the certificate level
- [ ] Two VCAL specific units
- [ ] Both literacy and a numeracy unit in that strand
- [ ] At least one unit in each of the other strands
Resources

Sources of information specific to VCAL:

- **VCAA wall calendar** - lists all the important dates relating to VCE/VCAL VASS tasks to be performed. This is on the wall in the tutor lunch area.

- **VCE & VCAL Administration Handbook** - printed each year and is also available on the VCAA website. This contains all relevant VCAL/VCE policies and procedures. The Youth and General Education Program Coordinators both have copies.

- **VCAA training days.** CCAE staff attends all of these that are relevant to our programs.

- **VCAA Bulletin.** Manager, Education & Training, the General Education Coordinator and the Youth Coordinator have registered to receive the Bulletin directly by email. Other staff may also do this if they wish however the coordinators will pass on relevant information.

- **VCAA website**

- **VCAL QA process** – currently the Program Coordinator for General Education is the VCAL QA Panel Leader for the Barwon South Western Region. She usually takes at least one other staff member to these sessions as it is valuable PD on VCAL delivery.

- **Other VCAL publications** – see the General Education Coordinator. Booklets are stored on her shelf.

Duration of course & timetable

Preparation of a VCAL program

1. **Check the VCAL calendar for the relevant dates**
   a. in particular the final submission of unit outcomes in November each year. This is always on a Monday and tends to be around November 20. Courses must be planned to allow for a final redemption week after the completion of formal classes and before the submission of the final unit result.
   b. Start of classes in February – normally CCAE commences classes the week immediately following the start of the school year.
   c. CCAE follows the school term dates.

2. **Program coordinators in consultation with the Manager, Education & Training will:**
   a. Develop a weekly timetable of classes based on the enrolments received
   b. Allocate trainers to classes – taking into account the needs of particular groups of students.
   c. Clarify with trainers the specific units to be delivered during that particular class. Trainers must NOT alter the selected units without consulting with the program coordinators as this could impact on the satisfactory completion of a student’s VCAL certificate.
   d. Set the minimum number of students required to make the particular class viable.
Historically the following program has evolved:

- **Morning sessions:** 09:00 – 12.00 noon
- **Lunchtime:** 12.00 – 12.30
- **Afternoon session:** 01.00 – 02.30
- Wednesday and Friday have developed as VET days [ISS]
- Monday, Tuesday and Thursday have developed as VCAL [L, N, PDS, WRS]
- Literacy and numeracy classes associated with CGEA [Intro to Level III] operate Tuesday, Wednesday and Thursday.

Because of the nature of our enrolments into VCAL, the CCAE program remains fluid as it responds to the needs of the particular group(s) of students. While there are always plans in place these may change if the expected range of student enrolments does not take place.

**Delivery mode**

The delivery of VCAL is based on adult learning and youth development principles. Given that the target group has often had poor school experiences an effort should be made to ensure that different approaches are used that will build positive outcomes.

The VCAL allows for a range of delivery modes in a variety of settings.
- Applied learning linked to community, work or CCAE based activities
- Classroom activity based on whole class, small groups or individual activities.
- Use of computers should be integrated into each class as appropriate.
- Full time and part time courses are both possible

Approaches which may be used:
- Student centred approaches
- Encourage negotiation around all aspects of the program
- Acknowledge and cater for a variety of learning styles
- Practical hands on activities
- Build relationships with the community
- Activities that build resilience, confidence, self-worth and positive feedback
- Build knowledge of the local/wider community and career/employment opportunities

Settings can include:
- Community sites such as Aged Care and Disability providers, kindergartens, neighbourhood house, Murray Human Services,
- Campaspe Shire Land care programs
Assessment

A VCAL program may contain:

- VCAL specific units
- VCE units (not currently used in CCAE programs)
- Training package units
- Accredited Course modules (Further Education modules)

Students should be observed to demonstrate competence on more than one occasion and if possible in different contexts to ensure assessment is as consistent, fair, equitable as possible. The assessment of Training Package units and Accredited Course modules will follow the requirements of each of those programs types as outlined in their individual delivery plans.

VCAL Specific Units:

- VCAL specific units are available for Literacy, Numeracy, Personal Development Skills and Work Related Skills.
- Each is 100 nominal hours
- They are competency based with elements and performance criteria.
- For each unit the relevant VCAL template must be completed outlining the delivery, assessment tasks and the evidence which will be collected for assessment.
- Being competency based all of the information in the general CCAE assessment policy and procedure is applicable.
- Consideration must be given to the nature of our student cohort in structuring assessments.
- Trainers new to CCAE must consult with either the Youth or General Education coordinators in the development of their template and in particular the assessment.
- Trainers must ensure that the whole unit is delivered within the planned time frame, while also allowing for repetition of components of the delivery to compensate for erratic attendance patterns.
- Evidence of student work should be kept whenever possible
- Trainers need to be flexible in terms of evidence and different students may submit different forms/samples of evidence.
- Students must be provided with an outline of the assessment required for the unit. They should be encouraged to maintain a record of the work that they complete to help them build a picture of their progress towards competency and hence completion of the unit.
- Students must be provided with a time line for completion of work that will allow for the completion of the overall VCAL Certificate in their planned time frame. This includes information on the November VASS data entry date which is set in concrete.
- Students should be aware of the consequences of missing the November VASS data entry date and how it will delay the award of their certificate.
Structured Workplace Learning
The following information is taken from the Curriculum Planning Guide for Work Related Skills:

“There are no formal on-the-job training or structured workplace learning requirements within the accredited units of the VCAL. However, if a VET module/unit of competence is used to meet some of the requirements of the VCAL, this VET module/unit of competence may require a structured workplace learning placement.

Structured workplace learning can be used to meet some or all of the learning outcomes of the Work Related Skills units. Schools will need to refer to information on structured workplace learning requirements on the following website:

Where learning and assessment occurs through structured workplace learning, the VCAL provider will need to ensure that the student will have opportunities to demonstrate successful completion of the learning outcomes for the VCAL unit that the student is enrolled in. This will require appropriate supervision and monitoring of student progress, and a cooperative arrangement with the employer.

Schools must comply with the relevant Ministerial Order relating to structured workplace learning arrangements entered into by a principal of a school with an employer. The arrangement must be in accordance with the Education (Workplace Learning) Act and the relevant Ministerial Order.”

VCAL providers from the TAFE and ACE sectors must comply with the provisions of the Education and Training Reform Act, Part 5.4, Division 2. Practical Placement.

- The Education Services Coordinator will set up and monitor Structured Workplace Learning arrangements for any of the VCAL students within the youth cohort.
- Adult students will complete placements as part of their particular VET program and the trainer responsible for this course will organise and supervise the placements.